

Childminder report

Inspection date: 2 September 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have secure attachments to the caring childminder, which help them to feel safe and secure and play happily. The childminder knows each child well and, overall, she plans an effective and expansive curriculum. This helps children to make good progress and be ready for starting pre-school and school. For example, children develop independence as they manage personal care tasks, such as learning to use the toilet and wash their hands. They learn to play alongside one another, such as helping to build a train track together with the childminder's support. Children have great fun joining in with activities that develop their language skills, such as the 'song bag' and story time.

Children have ample opportunities to develop their physical skills, which is important for early writing in school. For example, the childminder plans outings where children clamber over and balance on logs in the woods and use a variety of equipment at the park. The childminder encourages children to peel off the yoghurt lid and pour drinks and connect construction toys to develop their hand-eye coordination. The childminder introduces early mathematics to children, such as counting trains and singing songs using visual aids, such as knitted currant buns. Children generally learn to follow behavioural expectations the childminder has in place, such as helping to tidy up.

What does the early years setting do well and what does it need to do better?

- The childminder promotes children's love of stories effectively to support their development of communication and early literacy skills. She sets up books invitingly so that children can freely access these. The childminder uses books to enrich interactive displays and activities, such as those where children create a collage using a selection of nature items they have collected.
- The childminder further supports children's development of their early speech through her enthusiastic storytelling, singing and narration. As older children create their collage, she asks if they can remember why the leaves are changing colours and falling from the trees. The childminder creates collages using photos parents have sent in, encouraging children to talk about what they have been doing over the summer.
- The childminder works closely with parents to settle children in and establish their developmental stage on entry. She continuously observes and tracks children's progress and shares information with parents. However, the childminder's assessments do not always precisely reflect what children can do and how she and parents will work together to support a specific delay.
- The childminder motivates children effectively and extends their learning through her good-quality interactions. Teaching is enhanced through her strong commitment to continued professional development. For example, as part of her

ongoing training, the childminder researches practices based on Scandinavian approaches to enrich children's experiences.

- The childminder creates an accessible and richly resourced playroom. However, younger children sometimes lose focus due to the overwhelming range of resources, which do not always align with their interests and developmental stage.
- The childminder supports children's transition to pre-school effectively to support their continued sense of security and emotional well-being. Thereafter, she shares information about children's learning and development, in order to promote a shared and consistent approach.
- The childminder spends a large amount of time outside of the home to enrich children's experiences, socialisation and understanding of the world around them. For example, children embark on bug hunts and visit the library. Being outdoors also provides children with fresh air and exercise, which is important to their all-round physical well-being.
- The childminder uses various resources and initiatives, such as stories and pebble jars, to encourage positive behaviours and help children to learn about emotions. However, she does not consistently reinforce certain behavioural expectations at lunchtime, especially given this is a new routine where children now bring a packed lunch.
- The childminder plans activities that encourage children to learn to share and build friendships. For example, children take turns to choose something out of the song bag. Children recall which song this represents with familiarity, such as 'Five Little Ducks'. The childminder enhances children's fun and enjoyment as she models actions enthusiastically.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use assessments to precisely target children's learning and development in partnership with parents
- organise the learning environment to reflect children's interests and stage of development to support their independent play and engagement
- help children understand and manage expectations consistently for their behaviour.

Setting details

Unique reference number	2733518
Local authority	Bradford
Inspection number	10405836
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the Cullingworth area of Bradford. The childminder operates on Tuesdays and Thursdays, from 7.30am to 4pm, term time only. The childminder offers government funded childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the safety and suitability of the childminder's home.
- The childminder discussed how she organises the early years provision and implements her curriculum through daily routines and indoor and outdoor activities.
- The inspector observed the quality of education and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector spoke to children during the inspection.
- The childminder shared a sample of documents, such as those related to children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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